



---

GILLINGS SCHOOL OF  
GLOBAL PUBLIC HEALTH

2020-2021  
Handbook for the  
Master of Public Health  
Degree

## Table of Contents

---

<b>Welcome</b>	<b>5</b>
<b>COMPASS</b>	<b>6</b>
<b>Gillings School Master of Public Health Degree</b>	<b>6</b>
<b>Foundational Learning Objectives (FLO)</b>	
Profession & Science of Public Health	
Factors Related to Human Health	
<b>MPH Foundational Competencies</b>	
<b>MPH Core Course Exemptions and Substitutes</b>	
<b>Practicum</b>	
<b>Culminating Experience</b>	
<b>Academic Advising/Your Academic Coordinator</b>	<b>7</b>
<b>Academic Coordinator (AC)</b>	
<b>Cohort Academic Advising</b>	
<b>Individual Academic Advising</b>	
<b>Mentoring/Your Faculty Mentor</b>	
<b>Degree Requirements/Guidelines</b>	<b>11</b>
<b>Time Required for Degree Completion</b>	
<b>The Master of Public Health (MPH) Degree</b>	
<b>MPH Electives Policy and Guidelines</b>	
<b>Electing a Minor</b>	
<b>Comprehensive Exam</b>	
<b>Concentrations</b>	<b>17</b>
<b>Applied Epidemiology</b>	<b>18</b>
What You Will Learn in this Concentration	
Applied Epidemiology Concentration Competencies	
Concentration in Applied Epidemiology Requirements	
<b>Environmental Health Solutions</b>	<b>20</b>
Environmental Health Solutions Concentration Competencies	
Concentration in Environmental Health Solutions Requirements	
<b>Global Health</b>	<b>22</b>
What You Will Learn in this Concentration	
Global Health Concentration Competencies	
Concentration in Global Health Requirements	
<b>Health Behavior</b>	<b>24</b>
What You Will Learn in this Concentration	
Health Behavior Concentration Competencies	
Concentration in Health Behavior Requirements	

Table of Contents, *continued*

---

<b>Health Equity, Social Justice, and Human Rights</b>	<b>26</b>
What You Will Learn in this Concentration	
Health Equity, Social Justice, and Human Rights Concentration Competencies	
Concentration in Health Equity, Social Justice, and Human Rights Requirements	
<b>Health Policy</b>	<b>28</b>
What You Will Learn in this Concentration	
Health Policy Concentration Competencies	
Concentration in Health Policy Requirements	
<b>Leadership in Practice</b>	<b>30</b>
What You Will Learn in this Concentration	
Leadership in Practice Concentration Competencies	
Concentration in Leadership in Practice Requirements	
<b>Maternal, Child, and Family Health</b>	<b>32</b>
What You Will Learn in this Concentration	
Maternal, Child, and Family Health Concentration Competencies	
Concentration in Maternal, Child, and Family Health Requirements	
<b>Nutrition with Registered Dietician</b>	<b>34</b>
<b>Nutrition (non-Registered Dietician)</b>	<b>34</b>
What You Will Learn in this Concentration	
Nutrition Concentration Competencies	
Concentration in Nutrition Requirements	
<b>Place-Based Health (in Asheville only)</b>	<b>36</b>
What You Will Learn in this Concentration	
Place-Based Health Concentration Competencies	
Concentration in Place-Based Health Requirements	
<b>Population Health for Clinicians</b>	<b>38</b>
What You Will Learn in this Concentration	
Population Health for Clinicians Concentration Competencies	
Concentration in Population Health for Clinicians Requirements	
<b>Public Health Data Science</b>	<b>40</b>
What You Will Learn in this Concentration	
Public Health Data Science Concentration Competencies	
Concentration in Data Science Requirements	
<b>General University Academic Information and Policies</b>	<b>42</b>
<b>Academic Calendar</b>	
<b>Master's Degree Course Credit Guidelines</b>	
The 20 Percent Rule	
Pass/Fail Courses	
Auditing Courses	
<b>Registration</b>	
Full-Time Registration	
Waiver of Hours	
Required Registration	
<b>Assistantships and Fellowships</b>	
<b>Examinations and Thesis/Dissertation</b>	

**Credit/Course Load**

- Adding Courses
- Dropping Courses

**Registration**

- Post-Semester Registration Changes
- Inter-Institutional Registration

**International Students**

- English Prerequisite to Registration
- Full-time/Continuous Registration

**International Teaching Assistants**

**Cancellation of Registration**

**Academic Ineligibility**

**Nonpayment of Tuition and Fees**

**Failure to Submit Campus Health Services Forms**

**Graduate Grading**

- Grade Change
- Grade Appeal

**Change Requests**

- Change MPH Concentration

**Graduation**

**Policies and Procedure Resources**



# Gillings MPH

Welcome to the UNC-Chapel Hill Gillings School of Global Public Health and your Master of Public Health Degree Handbook! We look forward to working together with you to make your journey to a master's degree as productive and enriching as possible. This student handbook is designed to serve as a guide for residential students as you navigate your way toward your MPH. In this handbook, we outline both opportunities and obligations of students to contribute to your successful education here at UNC. This guide is intended to complement the information contained in the Graduate School Handbook. <http://gradschool.unc.edu/handbook/>In instances of discrepancy between these guidelines and the Graduate School Handbook, the latter takes precedence

The Master of Public Health is a competency-based, practice-oriented degree program, designed to provide you with a breadth and depth of knowledge and skills in public health principles and practice through didactic preparation and applied learning experiences.

In the Gillings MPH, faculty will teach and assess you on public health foundational competencies in the integrated core courses. Faculty will teach and assess you on discipline-specific competencies with additional depth and breadth in your concentration courses. Your MPH practicum and culminating experiences will provide you with opportunities to practice MPH competencies in an applied setting.

Upon successful completion of the MPH program, you will be able to demonstrate to current or future employers a valuable set of public health competencies that will enhance your ability to achieve your professional goals while contributing to the organization. You are encouraged to note competencies on your resume and describe your applied learning experiences during interviews, as evidence of your marketable skills and knowledge.



## COMPASS

COMPASS is an acronym for Core Online Modules to Promote and Accelerate Student Success. COMPASS was developed for students to help ensure you have the skills and background needed to hit the ground running on your first day of the MPH Degree program.

Ethics and Justice is a cornerstone of our MPH degree program. This module is the first introduction you will have to these topics. Additionally, Leadership & Teamwork is a key competency for MPH graduates. You will build on the topics in this module in your first MPH courses. Finally, we are providing you with resources to help you navigate your degree, as well as free access to CITI Research Ethics certifications, which are required to do any research that involves people.

In addition to this Welcome, COMPASS includes the following topical modules:

- **Ethics, Justice, Diversity & Inclusion** – Increase awareness of ethical issues & potential injustices in PH policy and practice
- **Quantitative Skills & Stata** – Assess, strengthen, and build confidence in quantitative skills
- **Research Ethics** – Training & Certification for responsible conduct of research
- **Honor Code & Plagiarism** – Review the UNC Honor Code and identify types of plagiarism
- **UNC & Gillings Resources** – List of resources available to help students meet needs
- **Writing, Citing and Efficiently Using the Library** – Introduction to using library resources for research, evaluation of writing skills and recommended resources for skill-building
- **Leadership & Teamwork** – Deepen self-awareness and apply insights to more effective teamwork

COMPASS has approximately 20 hours of content; we strongly encourage students to begin COMPASS as soon as possible so they have enough time to move through the content and complete the assignments.

Some assignments in COMPASS carry points, which apply toward student's final grade in MPH core classes. We strongly encourage students to complete these assignments ahead of time; they will contribute to some of the work you will be asked to do in your courses and reduce your workload the first week of classes. Additionally, some assignments require a few hours of your time; we recommend students leave enough time to work on assignments before the semester begins.

### The Gillings School Master of Public Health Degree

Gillings faculty have thoughtfully designed the Gillings MPH integrated core curriculum, infusing their collective passion, expertise, and experience into the courses. You will develop the foundational public health knowledge—comprised of **12** public health foundational learning objectives and **22** MPH foundational competencies—defined by [Council on Education for Public Health](#) (CEPH), the specialized accrediting agency for public health education. While all students in CEPH-accredited MPH programs will learn this same foundational public health knowledge, only Gillings MPH students will receive this innovative and exceptional core training from Gillings faculty.

### Foundational Learning Objectives

#### Profession & Science of Public Health

- FLO01. Explain public health history, philosophy and values.
- FLO02. Identify the core functions of public health and the 10 Essential Services.
- FLO03. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.

- FLO04. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
- FLO05. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
- FLO06. Explain the critical importance of evidence in advancing public health knowledge.

### **Factors Related to Human Health**

- FLO07. Explain effects of environmental factors on a population's health.
- FLO08. Explain biological and genetic factors that affect a population's health.
- FLO09. Explain behavioral and psychological factors that affect a population's health.
- FLO10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
- FLO11. Explain how globalization affects global burdens of disease.
- FLO12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).

### **MPH Foundational Competencies**

- MPH01. Apply epidemiological methods to the breadth of settings and situations in public health practice.
- MPH02. Select quantitative and qualitative data collection methods appropriate for a given public health context.
- MPH03. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
- MPH04. Interpret results of data analysis for public health research, policy or practice.
- MPH05. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
- MPH06. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
- MPH07. Assess population needs, assets and capacities that affect communities' health.
- MPH08. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
- MPH09. Design a population-based policy, program, project or intervention.
- MPH10. Explain basic principles and tools of budget and resource management.
- MPH11. Select methods to evaluate public health programs.
- MPH12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
- MPH13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
- MPH14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
- MPH15. Evaluate policies for their impact on public health and health equity.
- MPH16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
- MPH17. Apply negotiation and mediation skills to address organizational or community challenges.
- MPH18. Select communication strategies for different audiences and sectors.
- MPH19. Communicate audience-appropriate public health content, both in writing and through oral presentation.

- MPH20. Describe the importance of cultural competence in communicating public health content.
- MPH21. Perform effectively on interprofessional teams.
- MPH22. Apply systems thinking tools to a public health issue.

### **MPH Core Courses**

The Gillings MPH Core is the centerpiece of the Master of Public Health program at Gillings. This integrated, 15-credit curriculum spans our 13 concentrations. Created by students, faculty and staff from across the Gillings School, the MPH Core gives students the opportunity to start solving big public health problems right away. Throughout the core course work, students develop core competencies that they can apply in global and local contexts, including the importance of humility and cultural competency in addressing health disparities. Taught by an interdisciplinary team of instructors, the Gillings MPH Core curriculum draws on essential public health principles, methods and evidence, spanning disciplines to teach students how to identify, understand and solve public health problems.

During the fall semester, students focus on identifying, describing and prioritizing public health issues. In the spring semester, students work on developing and communicating public health solutions. In both semesters, students take part in interdepartmental team projects, including a white paper and presentation in the fall and a proposing a solution to a public health problem in the spring.

#### **SPHG 711 -Data Analysis for Public Health:**

This introductory course is part of the MPH core curriculum and focuses on the biostatistics and analysis methods commonly found in public health. Students will learn to produce, interpret, and use straightforward data analyses. (2 credits, Fall Year 1)

#### **SPHG 712 -Methods and Measures:**

This course is part of the MPH core curriculum and introduces epidemiologic concepts and how to describe population patterns of health, inequities, and their determinants. (2 credits, Fall Year 1)

#### **SPHG 713 -Understanding Public Health Issues:**

This course is part of the MPH core curriculum and provides students with the skills to identify and describe public health issues in specific contexts. (2 credits, Fall Year 1)

#### **SPHG 721 - Public Health Solutions: Systems, Policy and Advocacy:**

This course explores how public health practitioners establish priorities for action, with context and community as crucial factors. We examine strategies for addressing public health problems at each level of the social-ecological framework. Builds on first semester MPH core courses. (2 credits, Spring Year 1)

#### **SPHG 722 -Developing, Implementing & Evaluating Public Health Solutions:**

Students will identify, analyze and prioritize potential public health solutions. In addition, students will learn to adapt evidence-based solutions, engage with stakeholders, and disseminate solutions. Builds on first semester MPH core courses. (4 credits, Spring Year 1)

#### **SPHG 701 – Leading from the Inside-Out:**

This course prepares students for public health practice by helping students examine, unpack, and mitigate their own biases, introducing fundamental leadership skills necessary to advance equity. (2 credit, Spring Year 1)

#### **SPHG 702-Practicum Evaluation & Interprofessional Practice:**

This course awards credit to required practicum assignments and a series of interprofessional practice activities designed to provide the foundational skills needed to work in teams to effectively collaborate and coordinate care in population health. (1 credit, Fall 2)

### **MPH Core Course Exemptions and Substitutes**

Students may apply for exemption from SPHG 711 and/or SPHG 712. Students must demonstrate in the application that they have achieved the learning objectives and competencies covered in the required core course through other coursework completed in the past five years. Examples may include coursework completed at another university, through a different degree program, or not on the list of approved substitutes. In rare circumstances, coursework completed more than 5 years ago may be considered in combination with demonstration of competencies through professional work experience. It is important to note that an exemption does not reduce the number of credit hours required for your degree. Rather, receiving an exemption generally provides a student with more flexibility to take electives. Students may explore the possibility of transferring in credits to their degree by talking with their Academic Coordinator.

Please note that the MPH core is an intentional series of interconnected courses where all students are trained and work collaboratively at solving public health problems at the intersection of multiple disciplines. For more information and to discover “**Options for fulfilling the core public health curriculum requirements for MPH/MSPH students entering Fall 2018 and later**” or “**Approved Core Course Substitutes**,” please visit: <https://sph.unc.edu/students/academic-and-policies/>.

## **Practicum**

### **Overview**

A practicum is a planned, mentored, and evaluated work experience (paid or unpaid) that enables students to integrate and apply their Gillings MPH training in a professional public health setting. The practicum gives students an opportunity to:

- Explore areas of professional interest
- Apply and gain new public health skills
- Contribute to organizations advancing public health
- Network with public health professionals
- Demonstrate competency attainment
- Gain feedback on professional skills and performance

Our goal for the Gillings MPH practicum program is to facilitate high-quality, equitable, and consistent practicum supports for all Gillings MPH students with an ongoing commitment to:

- Ensuring all MPH students have a strong grounding in practice;
- Facilitating opportunities for students to develop skills that support their career goals and employability;
- Increasing the impact of MPH practice activities within the state and beyond;
- Strengthening campus-community partnerships; and
- Feasibly meeting and documenting Council on Education for Public Health (CEPH) accreditation requirements.

### **Requirements**

To satisfy degree requirements, a Gillings MPH practicum must:

1. Be public health practice, research, and/or policy focused.

2. Allow for the application of graduate-level public health skills and demonstration of [CEPH MPH Foundational Competencies](#).
3. Yield at least two student-generated products, produced in the practicum setting for the practicum setting, that allow for demonstration of five [CEPH MPH Foundational Competencies](#).
4. Be mentored by a supervisor (preceptor) with an advanced degree in public health or related field or equivalent experience with expertise in the practicum project area.
5. Take place in a location approved for student travel ([UNC Travel Policy](#)), and the student must complete [UNC Gillings International Pre-Departure Travel Requirements](#) prior to travel if applicable.
6. Comprise a *minimum* of 200 hours (equivalent to five weeks of full-time work).

A student must complete SPHG 701, SPHG 711, SPHG 712, SPHG 713, SPHG 721, and SPHG 722 and have their learning agreement approved by their practicum manager prior to beginning their practicum.

Some concentrations have concentration-specific practicum requirements:

- **Applied Epidemiology:** None.
- **Environmental Health Solutions:** Students must work on a project that has environmental health relevance.
- **Health Behavior:** None.
- **Health Equity, Social Justice, and Human Rights:** None.
- **Health Policy:** Students must complete HPM 754 prior to beginning practicum hours and must work on a project that has some policy implications.
- **Global Health:** Students are required to complete their practicum either through an international or domestic placement with an organization that either works with populations outside the US or with global populations (e.g. immigrants, refugees, foreign-born) within the US. With approval from one of the Global Health Concentration Leads, some exceptions may apply.
- **Leadership in Practice:** None.
- **Maternal, Child and Family Health:** Students must complete a practicum by either working directly with the MCH population or their work needs to directly impact the MCH population. The practicum cannot be strictly clinical in nature (counseling, health care, etc.).
- **Nutrition:** Practicum must take place in a public health/community nutrition-based agency or non-governmental organization. Other organizations must be approved by practicum manager.
- **Nutrition with Registered Dietitian Training (RD):** Students must take NUTR 611, 630, 640, and 715/400 prior to beginning their practicum hours. As part of an accredited program by ACEND, Nutrition RD students must complete a minimum of 400 practicum hours (equivalent to ten weeks of full-time work), that take place within a public health/health department and/or hospital/clinical setting, and are mentored by an on-site registered dietitian/nutritionist.
- **Population Health for Clinicians:** Students must be enrolled in or have already completed PUBH 749 prior to beginning their practicum hours.
- **Public Health Data Science:** [Students should work on a project that involves the application of data science skills.](#)

For more information, please visit the [MPH Practicum webpage](#). Please direct practicum questions to [mphpracticum@unc.edu](mailto:mphpracticum@unc.edu).

### Culminating Experience

Each student completes a 3-credit culminating experience and produces a high-quality written product that is completed near the end of the program of study. In the written product, students will be assessed on their attainment of four competencies, two foundational and two concentration specific. This

culminating experience ideally is delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations, and could take the form of a course-based capstone project or master's paper, but will be tailored to the concentration a student chooses.

### **Academic Advising/Your Academic Coordinator**

We are committed to providing the advice, assistance, and support that you need to be successful during every step of your educational journey at Gillings. As a graduate student, you can expect a quality advising and mentoring experience from staff and faculty at Gillings. It is also important that you reach out to get what you need in terms of help and support. A successful system of academic advising and mentoring is highly dependent upon a shared commitment of students, staff, and faculty, as well as access to timely and accurate information. Your designated Academic Coordinator can be located here: <https://sph.unc.edu/students/osa/>.

Below is a brief description of the advising/mentoring roles that these individuals play so that you know who to contact:

#### **Academic Coordinator (AC):**

- This Gillings School Student Affairs professional is assigned by your concentration
- Serves as your primary academic advisor
- Serves as an expert in navigating academic policies, procedures, program requirements, and campus resources
- Helps with necessary paperwork including, but not limited to, registration information and processes, policy exceptions, transfer requests, and continuous enrollment or leave of absences
- Assists in tracking your progress toward degree completion
- Is available via email, appointment, or drop-in
- Assists with group/cohort academic advising sessions

#### **What can your Academic Coordinator help with?**

- **Academic Success Strategies:** ACs can help you learn strategies for success at Gillings, including effective study habits, test-taking strategies, time management, and addressing test anxiety
- **Academic Advising:** ACs can help navigate degree requirements, clarify progress towards degree completion, and review graduation timelines
- **Campus Involvement:** ACs are knowledgeable about opportunities for making the most of your Gillings experience, getting involved with groups at Gillings or on campus, and in the community
- **Identify Campus Resources:** ACs can connect you with helpful resources at Gillings or on campus to support your success. .

**Academic Coordinators** understand your degree requirements They are also familiar with the academic options and resources at Gillings and across the University that can support you throughout your program. ACs are expected to involve students in decision-making about their program requirements and options. ACs will encourage students to ask questions, gather information, and get the resources needed to have a successful experience.

### **Cohort Academic Advising**

The MPH Academic Coordinators facilitate concentration specific MPH cohort academic advising sessions for the first year of your MPH program. Cohort academic advising is an efficient mechanism for disseminating timely information (e.g., course registration, support services, elective and course guidance, graduation requirements, etc.) that is relevant to all students in the cohort. Cohort (concentration specific), advisement will typically be scheduled 2 weeks prior to the opening of registration for the coming semester.

### **Individual Academic Advising**

Additional interactions between students and Academic Coordinators are encouraged when individual issues arise and within reasonable demands on staff time. To ensure a mutually beneficial relationship:

#### **The advisee/student is expected to:**

- Cultivate honest and professional relationships/be present and dedicated; listen to and respond to feedback and emails from your Academic Coordinator in a timely manner.
- Be knowledgeable about program requirements, processes, coursework, and deadlines
- Initiate scheduling of meetings and come prepared with an agenda of topics that need to be discussed at each meeting
- Academic Coordinator and Faculty Mentor updated on academic and professional goals. Keep track of and ensure that graduation requirements are being met
- Inform the Academic Coordinator of their progress and if applicable their struggles/challenges
- Understand that you are ultimately responsible for your own educational experience

#### **You Can Expect Your Advisor/ Academic Coordinator to:**

- Be available for advising appointments
- Assist you in exploring course offerings and career options by asking "big questions" about your worldviews, life goals and career interests, and by taking into account aptitudes, academic performance and the frequency of course offerings
- Be familiar with core and concentration requirements
- Understand the mechanics and deadlines of course registration, such as adding and dropping classes, using special enrollment forms and following procedures administered by the Office of the Registrar
- Understand University grading policies, including grade review, probation and academic dismissal
- Know where to refer students with special needs or interests
- Empower you to take responsibility for your educational experience and to take advantage of opportunities in your major and intended career field (internships, volunteer and service learning opportunities).
- Guide you in a continual reassessment of your course of study in light of changing interests and goals and overall academic performance.
- Understand the teaching/learning connection in academic advising and the significance of the advisor/advisee relationship in student engagement and retention.

## **Mentoring/Your Faculty Mentor**

### **Your Faculty Mentor (FM):**

- Your Gillings School FM is assigned by your concentration
- Serves as an expert in a specific field of study within your concentration
- Provides feedback regarding course selection to meet your overall academic goals and career interests
- Suggests professional development and job or award opportunities
- Is available by appointment, typically not drop-in. Contact your FM by email and request a meeting within the first few weeks of the semester to introduce yourself. Do not hesitate to email again if the first message does not get a reply within 2 business days.
- Helps clarify practicum learning objectives and assists with making decisions among different practicum opportunities. Also, FM signs practicum learning agreements, assists with problem solving during the practicum (as needed), and, reviews and grades final practicum products to ensure competencies are mastered
- Assists students in identifying professional and career goals; may provide advice and support for career decision-making

### **Developing a Successful Relationship With Your Faculty Mentor (FM):**

While each student is assigned an individual FM, you are also encouraged to reach out to other faculty members during your time at Gillings. You will get to know faculty from the classes you take, if you hold a research position or job, and at other meetings or activities at Gillings. Faculty members can serve as future references for you, connect you with future employers, and/or help you with networking and career planning in your area of study. The value of building relationships with the phenomenal faculty members at Gillings is worth your time and effort during your degree journey and long after.

Faculty Mentors help students develop professionally by suggesting opportunities based on their own expertise and experience in the field, connecting students to professional networks relevant to their interests, and providing guidance on career interests. Faculty Mentors stay current with trends in the field, conferences and professional development opportunities, and other valuable discipline-specific resources. FMs often write letters of reference and support students who are seeking funding, awards or job opportunities.

Students are responsible for scheduling, preparing for, and keeping appointments with faculty members. Students should seek out contacts and information. Do your homework about program requirements before you meet with a faculty member to use time efficiently. Be clear in letting the FM know what you need – you can send agenda items in advance of your meeting. In graduate school, students are responsible for making their own decisions based on the best information and advice available. In addition to your assigned Academic Coordinator and Faculty Mentor, as an MPH student, you also have access to the Associate Director of Residential MPH Programs – Karla Townley-Tilson, [kttilson@unc.edu](mailto:kttilson@unc.edu) and Academic Program Support Coordinator Cassie Nakamoto, [cnaka@email.unc.edu](mailto:cnaka@email.unc.edu). They are the people who can troubleshoot any problems that either your AC or FM cannot.

### **Time Required for Degree Completion**

Typically, it takes 24 months to complete the MPH (there are some exceptions to this based on your concentration). Full time registration requires a minimum of nine credits per semester, but 12-15 credit hours per semester is a more typical course load for graduate students. According to the UNC Graduate School, an MPH graduate student has 36 months (150% of program length) from the date of first registration to complete their Master's degree.

## **The Master of Public Health (MPH) Degree Requirements**

All candidates for the Master of Public Health in the Gillings School of Global Public Health are required to successfully complete:

1. 15 MPH Core credits: SPHG 701, SPHG 702, SPHG 711, SPHG 712, SPHG 713, SPHG 721, and SPHG 722
2. 15 Concentration credits: A concentration in one of the departments or curricula of the School, by satisfying whatever requirements that department or curriculum may set.
3. 9 elective credits (see policy and guidelines for choosing electives below).
4. 3 3 culminating experience course credits (course prefix and number varies by concentration).
5. A minimum of 42 credit hours to meet CEPH requirements.
6. A minimum of 200 hours of supervised practicum field experience.
7. The MPH Comprehensive Exam
8. All degree requirements and milestones are set forth by the Gillings School and the UNC Graduate School.

## **MPH Electives Policy and Guidelines**

Students in the MPH Program are required to take 9 credits of electives. Students are expected to use their electives in a thoughtful way to strengthen their public health knowledge/skills and are encouraged to consult with their Academic Coordinator early on prior to the registration period for this purpose. In addition to those courses offered in the Gillings School there are many appropriate electives elsewhere in the university.

### **Please note the following course elective guidelines:**

1. While not all courses in the Gillings School are available to be taken as an elective, Gillings School prefixed courses numbered 400+ may be taken as an elective space permitting or by instructor consent. Please visit the [UNC Catalog](#) for all Gillings School course prefix descriptions (BIOS, ENVR, EPID, HBEH, HPM, MHCH, NUTR, PUBH, and SPHG)
2. Any course at UNC numbered 500+ is a potential elective, subject to two conditions:
  - a. the student's ability to meet the course prerequisites and
  - b. discuss your choices with your Academic Coordinator and/or Faculty Mentor prior to course registration
3. If a student has previously completed a Gillings School graduate certificate, then the following guidelines apply by certificate area (with minimum grades of P or higher in each course):
  - Public Health Core Concepts Certificate (12 credits): 9 credits that count toward the integrated MPH core and the remaining 3 credits (e.g., BIOS 600 or EPID 600) count toward an elective. NOTE: This is ONLY for those students who completed the Public Health Core Concepts Certificate within the past five years prior to Fall 2019.
  - Public Health Leadership Certificate (11 credits prior to Summer 2019/9 credits for students who begin Summer 2019 and forward): 11 or 9 credits as electives and if the concentration is Leadership in Practice, PUBH 791 is counted as a required concentration course of 3 credits and then 6 credits are counted as electives.
  - Field Epidemiology Certificate (12 credits): 12 credits are counted toward electives and if the concentration is Applied Epidemiology then EPID 750 & EPID 759 are counted as required concentration courses of 6 credits and then 6 credits are counted towards electives.

- Global Health Certificate (9 credits): 9 credits are counted as electives and if the concentration is Global Health, then PUBH 711 is counted as a required concentration course of 3 credits and then 6 credits are counted toward electives.
4. Courses used according to the [Graduate School's transfer policy](#) toward electives must also adhere to the above guidelines with minimum grades of P or higher.
  5. Courses used under the [Interinstitutional Programs](#) policy toward electives must also adhere to the above guidelines.

### **Electing a Minor**

With the approval of the major and minor academic programs, a student may elect to declare a formal minor in any program that offers a graduate degree. The student should submit an approved [Minor Declaration Form](#)  to The Graduate School.

The minor must comprise at least nine credit hours beyond the major. All credits must be for courses listed (or cross-listed) in programs other than that of the major and cannot also be counted toward the major. A minor may consist of a set of related courses, some of which are listed by one program and some of which are listed by another. In most cases, the minor would not include courses from more than two programs. Only one program name will be listed as granting the minor, and the director of graduate studies in the minor program must agree to accept any courses from outside the minor program offerings.

The minor must be approved in advance by the director of graduate studies in both the major and minor programs. When a satisfactory minor has been planned and approved by both programs, a copy of the proposed minor course of study should be signed by the director of graduate studies in the major and minor programs and sent to The Graduate School to become a permanent part of the student's record.

### **Comprehensive Exam**

The MPH Comprehensive Exam is a required milestone for the MPH degree awarded by the University of North Carolina at Chapel Hill. The Comprehensive Exam will evaluate mastery of the MPH core foundational knowledge and competencies. The MPH Comprehensive Exam is designed to evaluate students' ability to apply foundational public health knowledge and skills developed in the MPH Core courses to novel contexts, problems, and populations. It also is designed to further the development of students' integrative and critical thinking skills. The Comprehensive Exam (and the preparation for it) also provides students with the opportunity to practice and demonstrate skills communicating about public health issues and solutions with colleagues, other stakeholders, and the general public.

The MPH Comprehensive Exam is developed and graded by Gillings faculty. It is an oral exam and will be graded as pass or fail. Students sign up for a 20-minute exam appointment via an online scheduling system, during which they will answer two main questions and two follow-up probe questions. Students are given the public health topics and a set of questions approximately two weeks before the exam. Students will not know which public health topic, or which two questions will be asked in the exam.

The exam is typically offered twice a year, early in the fall and spring semesters. Students should plan on taking the comprehensive exam as soon as they finish the MPH core courses. Students must be registered for at least one credit hour in the term in which they are taking the exam.

Students who do not have a passing score on the comprehensive exam will have the option of remediation

and re-taking the exam. An individual remediation plan for the student will be developed . Per university policy, students must wait 90 days to retake the comprehensive exam. If a student fails the exam twice, they become academically ineligible by the Graduate School. A student made academically ineligible under certain conditions, may be reinstated upon petition initiated through the student's academic program. An appropriate academic plan must be developed. Please see the Graduate School's handbook for reinstatement policies: <https://handbook.unc.edu/masters.html>



# Gillings MPH

## Concentrations

Our 13 concentration areas include a wide range of research and practice portfolios – from helping to solve the opioid abuse epidemic, to preventing and controlling cancer, to improving water access and quality, to using big data and machine learning. Explore all of these areas and see how our engaged faculty, students and staff members work with communities and across disciplines — in North Carolina and around the world — to solve some of our most challenging health problems.

Gillings faculty designed MPH concentration curricula to augment and enhance the foundational competencies in more discipline-specific domains, bringing their world-renown expertise and experience into the classroom setting to provide you with unparalleled public health training. In your declared MPH concentration plan of study, you will develop the following concentration-specific competencies through required coursework and applied learning experiences.

# Applied Epidemiology

## **What You Will Learn in this Concentration**

The Master of Public Health concentration in Applied Epidemiology will prepare you to:

- Understand surveillance systems and how they can be applied to a disease or condition of public health importance using evolving technologies and data linkages.
- Recommend and implement the appropriate study design and understand:
  - What to measure to track disease, specific disease indicators and possible causal factors (i.e. to determine if X causes Y);
  - How to measure it, including recommending strategies of data collection; and in what groups of people.
- Accelerate the development and implementation of evidence-based solutions to pressing health problems in your area(s) of interest.
- Advance a holistic understanding of current and emerging public health challenges with a unique focus on prevention, quality and effectiveness.
- Collaborate across disciplines and professions to improve the health of communities and populations as well as individual patients.

## **Applied Epidemiology Concentration Competencies**

- EPID01. Evaluate critically the relevant body of the scientific literature, considering the perspectives of relevant community stakeholders.
- EPID02. Understand surveillance systems and how they can be applied to a disease or condition of public health importance, using evolving technologies and data linkages.
- EPID03. Recommend specific epidemiologic study designs – including appropriate study populations, strategies of data collection – to identify or monitor public health problems, investigate etiologic and preventive relations, and provide epidemiologic input for program evaluation.
- EPID04. Create or implement data collection tools and linkages, with adequate consideration of ethical and privacy considerations, data management principles, data security, quality control, and oversight.
- EPID05. Conduct and interpret data analyses of epidemiologic data, including datasets made available by governmental and other organizations, to address research questions, taking account of data quality, measurement error, potential for bias, including confounding.
- EPID06. Communicate epidemiologic concepts and findings to a wide range of stakeholders, from lay to professional audiences.

**Master of Public Health Degree with a Concentration in Applied Epidemiology Requirements**

Course Number	Course Name	Credits	Academic Term
<b>MPH Integrated Core</b>			
SPHG 711	Data Analysis for Public health	2	Fall 1
SPHG 712	Methods and Measures for Public Health Practice	2	Fall 1
SPHG 713	Understanding Public Health Issues	2	Fall 1
SPHG 721	Public Health Solutions: Systems, Policy & Advocacy	2	Spring 1
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4	Spring 1
	MPH Practicum		Summer 1
SPHG 701	<i>Leading from the Inside-Out*</i>	2	Spring 1
SPHG 702	<i>Practicum Evaluation &amp; Interprofessional Practice*</i>	1	Fall 2
	MPH Comprehensive Exam		Fall 2
<b>MPH Concentration</b>			
EPID 711	Clinical Measurement and Evaluation	3	Fall 1
EPID 795	Data in Public Health	3	Fall 1
EPID 716	Epidemiologic Data Analysis	3	Spring 1
EPID 750	Fundamentals of Public Health Surveillance	3	Fall 2
EPID 759	Methods in Field Epidemiology	3	Spring 2
<b>Electives</b>			
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
<b>MPH Culminating Experience</b>			
EPID 992	Applied Epidemiology MPH Culminating Experience	3	Spring 2
<b>MPH Degree Total</b>		<b>42</b>	

# Environmental Health Solutions

## What You Will Learn in this Concentration

As a student in the Environmental Health Solutions concentration, you will gain the skills to:

- **Critically examine various types of environmental health threats** (such as climate change and severe weather, particulate matter, lead in drinking water, mold and work-related hazards);
- **Quantitatively assess health risks and exposure levels;**
- **Link risks and exposures back to their sources;**
- **Understand how environmental agents can alter biological responses** and lead to morbidity and mortality;
- **Lead interdisciplinary teams** to identify and implement appropriate management and abatement strategies for disease and injury prevention; and
- **Devise and evaluate policy and behavioral health solutions.**

Through collaborative work led by internationally renowned experts in environmental health, science and policy within the top *public* school of public health in the nation, you will graduate uniquely positioned to advance environmental health solutions.

## Environmental Health Solutions Concentration Competencies

- EHS01. Weigh the scientific bases of hazard identification, exposure and health risk assessment to support environmental management and policy.
- EHS02. Identify and evaluate the relationships between sources of environmental contaminants and processes that affect the movement, transformations, exposure pathways and health effects of contaminants in environmental systems.
- EHS03. Describe and critically evaluate the rationale for and approaches used to measure and model properties of environmental/human systems.
- EHS04. Evaluate effective actions or interventions that improve environmental health outcomes, and be able to compare and assess programs, policies, engineering solutions and/or other approaches to achieve these outcomes.
- EHS05. Examine and critique ethical and legal dimensions of public health and environmental interventions on individuals and communities.

**Master of Public Health Degree with a Concentration in Environmental Health Solutions Requirements**

Course Number	Course Name	Credits	Academic Term
<b>MPH Integrated Core</b>			
SPHG 711	Data Analysis for Public health	2	Fall 1
SPHG 712	Methods and Measures for Public Health Practice	2	Fall 1
SPHG 713	Understanding Public Health Issues	2	Fall 1
SPHG 721	Public Health Solutions: Systems, Policy & Advocacy	2	Spring 1
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4	Spring 1
	MPH Practicum		Summer 1
SPHG 701	<i>Leading from the Inside-Out*</i>	2	Spring 1
SPHG 702	<i>Practicum Evaluation &amp; Interprofessional Practice*</i>	1	Fall 2
	MPH Comprehensive Exam		Fall 2
<b>MPH Concentration</b>			
ENVR 430	Health Effects of Environmental Agents	3	Fall 1
ENVR 500	Environmental Processes, Exposure, & Risk Assessment	3	Fall 1
ENVR 580	Policy Design for Environmental Health Solutions	3	Spring 1
<b>MPH Concentration Domains:</b> Select graduate-level courses, 6 credits total, from one domain for disciplinary depth, with approval from faculty mentor			
Health & Safety	ENVR 423 (3cr.), ENVR 432 (3cr.), ENVR 433 (3cr.), ENVR 770 (3cr.), ENVR 795 (3cr.)		
Ethics & Equity	ENVR 610 (3cr.), ENVR 784 (2cr.)		
Exposure & Risk	ENVR 470 (3cr.), ENVR 468 (3cr.), ENVR 640 (3cr.), ENVR 765 (3cr.), ENVR 788 (3cr.)		
Global WaSH	ENVR 523 (3cr.), ENVR 582 (3cr.), ENVR 685 (3cr.)		
Modeling for ENVR Policy	ENVR 570 (3cr.), ENVR 773 (3cr.), ENVR 785 (3cr.), ENVR 788 (3cr.), ENVR 850 (3cr.)		
Toxicology	ENVR 442 (3cr.), ENVR 630 (3cr.), ENVR 707 (3cr.)		
<b>Electives</b>			
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
<b>MPH Culminating Experience</b>			
ENVR 992.001	Global Environmental Crisis Management (MPH Culminating Experience)	3	Spring 2
<b>MPH Degree Total</b>		<b>42</b>	

# Global Health

## **What You Will Learn in this Concentration**

The Master of Public Health concentration in Global Health will prepare you to:

- Use quantitative and qualitative data to analyze the challenges to achieving health outcomes in low resource settings;
- Develop programs to deliver evidence-based interventions to address these challenges;
- Analyze barriers to implementation and sustainment of programs and strategies in order to overcome these barriers;
- Monitor the quality of program implementation and evaluate program outcomes; and
- Engage in interdisciplinary problem solving with multinational teams.

## **Global Health Concentration Competencies**

- GLBH01. Analyze how the roles, relationships, and resources of entities influencing global health policies and practices affect disparities in health outcomes.
- GLBH02. Develop methods to select, recruit and engage a diverse range of stakeholders to advance research, policy and practice in global health and to achieve sustainable results in resource-constrained settings.
- GLBH03. Develop skills for monitoring and evaluating the processes and outcomes of global health programs and policies.
- GLBH04. Apply strategies to work effectively in diverse local and global sociocultural and political settings.
- GLBH05. Apply ethical approaches in global health research and practice.

**Master of Public Health Degree with a Concentration in Global Health Requirements**

Course Number	Course Name	Credits	Academic Term
<b>MPH Integrated Core</b>			
SPHG 711	Data Analysis for Public health	2	Fall 1
SPHG 712	Methods and Measures for Public Health Practice	2	Fall 1
SPHG 713	Understanding Public Health Issues	2	Fall 1
SPHG 721	Public Health Solutions: Systems, Policy & Advocacy	2	Spring 1
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4	Spring 1
	MPH Practicum		Summer 1
SPHG 701	<i>Leading from the Inside-Out*</i>	2	Spring 1
SPHG 702	<i>Practicum Evaluation &amp; Interprofessional Practice*</i>	1	Fall 2
	MPH Comprehensive Exam		Fall 2
<b>MPH Concentration</b>			
PUBH 711	Critical Issues in Global Health	3	Fall 1
HBEH 780	Program Planning & Proposal Development for Global Health	3	Spring 1
MHCH 780	Cultural Humility	1	Spring 1
HBEH 784	Implementation Science in Global Health	3	Fall 2
HBEH 782	Professional Development for Global Health	1	Fall 2
MHCH 723	Introduction to Monitoring and Evaluation	3	Spring 2
PUBH 710	Introduction to Global Health Ethics	1	Spring 2
<b>Electives</b>			
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
<b>MPH Culminating Experience</b>			
ENVR 992.002	Global Environmental Crisis Mgmt (MPH Culminating Experience)	3	Spring 2
<b>MPH Degree Total</b>		<b>42</b>	

# Health Behavior

## **What You Will Learn in this Concentration**

Through in-depth coursework and a year-long, community-led, group service-learning project, you will develop skills in:

- Qualitative research methods;
- Quantitative research methods;
- Program planning and evaluation;
- Intervention design, adaptation and implementation;
- Community engagement; and
- Project management.

## **Health Behavior Concentration Competencies**

- HBEH01. Identify health behavior and social science theories, integrate constructs across levels of social ecological framework, and apply conceptual models to public health practice.
- HBEH02. Critically evaluate the strengths and weaknesses of quantitative research findings and their relevance to health behavior practice.
- HBEH03. Develop qualitative data collection and analysis skills for health behavior practice.
- HBEH04. Identify, adapt, and develop instruments and methods to accurately assess health behavior programs.
- HBEH05. Develop, adapt and evaluate health behavior programs and policies and scale them up using implementation science.
- HBEH06. Engage with communities using participatory strategies and principles of effective partnerships to plan, implement, evaluate and disseminate health behavior programs.

**Master of Public Health Degree with a Concentration in Health Behavior Requirements**

Course Number	Course Name	Credits	Academic Term
<b>MPH Integrated Core</b>			
SPHG 711	Data Analysis for Public health	2	Fall 1
SPHG 712	Methods and Measures for Public Health Practice	2	Fall 1
SPHG 713	Understanding Public Health Issues	2	Fall 1
SPHG 721	Public Health Solutions: Systems, Policy & Advocacy	2	Spring 1
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4	Spring 1
	MPH Practicum		Summer 1
SPHG 701	<i>Leading from the Inside-Out*</i>	2	Spring 1
SPHG 702	<i>Practicum Evaluation &amp; Interprofessional Practice*</i>	1	Fall 2
	MPH Comprehensive Exam		Fall 2
<b>MPH Concentration</b>			
HBEH 730	Theoretical Foundations of Health Behavior	3	Fall 1
HBEH 750	Interpreting Health Behavior Research	2	Fall 1
HBEH 752	Health Behavior Survey Methods	2	Spring 1
HBEH 753	Qualitative Methods in Health Behavior	3	Spring 1
HBEH 772	Planning, Implementing, & Evaluating Health Behavior Interventions	2	Fall 2
HBEH 746	Community-Led Capstone Project I	3	Fall 2
<b>Electives</b>			
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
<b>MPH Culminating Experience</b>			
HBEH 992	Community-Led Capstone Project II (MPH Culminating Experience)	3	Spring 2
<b>MPH Degree Total</b>		<b>42</b>	

# Health Equity, Social Justice, and Human Rights

## **What You Will Learn in this Concentration**

This concentration will train you to assess social determinants of health and structural inequities and to devise community-engaged solutions to address them through public health practice or research. Specifically, you will learn to:

- Critically evaluate the social determinants of health and understand how they contribute to health inequities; and
- Apply a range of community-engaged strategies and methodologies to advance health equity, social justice and human rights through mentored fieldwork in the United States or another nation.

## **Health Equity, Social Justice, and Human Rights Concentration Competencies**

- HSH01. Critically evaluate the ways in which current and historical policies, institutions and groups influence social determinants of health and contribute to inequities in health across the life course.
- HSH02. Integrate relevant strategies, methodologies, and measures for research, practice, and policies that advance health equity, social justice, and human rights.
- HSH03. Interpret data to identify the systemic inequities across multiple sectors, such as health, education, criminal justice, business, housing, and economic development.
- HSH04. Critique multilevel, structural, and systems approaches to public health research and practice using principles of health equity, social justice, and human rights.
- HSH05. Evaluate how health programs and policies address health equity, social justice, and human rights.
- HSH06. Incorporate cultural humility principles in public health research, practice, and policy.

**Master of Public Health Degree with a Concentration in Health Equity, Social Justice, and Human Rights Requirements**

Course Number	Course Name	Credits	Academic Term
<b>MPH Integrated Core</b>			
SPHG 711	Data Analysis for Public health	2	Fall 1
SPHG 712	Methods and Measures for Public Health Practice	2	Fall 1
SPHG 713	Understanding Public Health Issues	2	Fall 1
SPHG 721	Public Health Solutions: Systems, Policy & Advocacy	2	Spring 1
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4	Spring 1
	MPH Practicum		Summer 1
SPHG 701	<i>Leading from the Inside-Out*</i>	2	Spring 1
SPHG 702	<i>Practicum Evaluation &amp; Interprofessional Practice*</i>	1	Fall 2
	MPH Comprehensive Exam		Fall 2
<b>MPH Concentration</b>			
HBEH 720	Leading for Racial Equity: Examining Structural Issues of Race & Class	2	Fall 1
HBEH 700	Foundation of Health Equity, Social Justice, and Human Rights	3	Fall 1
ENVR 784	Community-Driven Research and Environmental Justice	2	Spring 1
EPID 826	Introduction to Social Epidemiology	2	Fall 2
PUBH 748	Leadership in Health Policy for Social Justice	3	Fall 2
HBEH 746	Community-Led Capstone Project I	3	Fall 2
<b>Electives</b>			
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
<b>MPH Culminating Experience</b>			
HBEH 992	Community-Led Capstone Project II (MPH Culminating Experience)	3	Spring 2
<b>MPH Degree Total</b>		<b>42</b>	

# Health Policy

## **What You Will Learn in this Concentration**

Our Health Policy concentration will empower you with the skills required to design, implement and evaluate health care and public health policies in a variety of settings, and to advocate for and lead changes in a policy setting. You will gain an intricate understanding of the current United States health care system and the politics and environment that shape policy decisions. You also will learn policy analysis and advocacy skills, as well as the foundational management skills necessary to plan for and effectively supervise financial and human resources.

## **Health Policy Concentration Competencies**

- HPM01. Examine past, current and emerging issues related to the organization, financing and management of health care delivery in the U.S.
- HPM02. Apply policy analysis skills to make evidence-informed policy recommendations that improve the health of populations.
- HPM03. Demonstrate an ability to influence the formulation of health policies by developing a broad-based advocacy strategy for policy change at the regulatory or legislative level.
- HPM04. Analyze existing and proposed governmental policies to assess implementation challenges and the impact of those policies on different populations and stakeholders.
- HPM05. Apply knowledge of governmental and nonprofit financial management and financial analysis to plan for, operate, monitor, and report the financial results of nonprofit and publicly financed health programs.
- HPM06. Apply key principles of organizational behavior, management, leadership and workforce management.

**Master of Public Health Degree with a Concentration in Health Policy Requirements**

Course Number	Course Name	Credits	Academic Term
<b>MPH Integrated Core</b>			
SPHG 711	Data Analysis for Public health	2	Fall 1
SPHG 712	Methods and Measures for Public Health Practice	2	Fall 1
SPHG 713	Understanding Public Health Issues	2	Fall 1
SPHG 721	Public Health Solutions: Systems, Policy & Advocacy	2	Spring 1
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4	Spring 1
	MPH Practicum		Summer 1
SPHG 701	<i>Leading from the Inside-Out*</i>	2	Spring 1
SPHG 702	<i>Practicum Evaluation &amp; Interprofessional Practice*</i>	1	Fall 2
	MPH Comprehensive Exam		Fall 2
<b>MPH Concentration</b>			
HPM 754	Health Care in the United States Structure & Policy	3	Fall 1
HPM 745	Financial Management & Analysis for Public and Nonprofit Entities	3	Spring 1
HPM 790	Advanced Health Policy Analysis and Advocacy	3	Spring 1
HPM 730	Leadership and Management Workforce Strategies	3	Fall 2
HPM 758	Underserved Populations and Health Reform	3	Fall 1 or 2
<b>Electives</b>			
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
<b>MPH Culminating Experience</b>			
HPM 992	Health Policy MPH Culminating Experience	3	Spring 2
<b>MPH Degree Total</b>		<b>42</b>	

# Leadership in Practice

## **What You Will Learn in this Concentration**

As a student in the Leadership in Practice concentration, you will gain the skills to:

- Use critical-thinking, design-thinking and system-thinking to solve problems.
- Advance knowledge using evidence-based research and practice-based evidence.
- Mobilize others in order to strategically align organizations and systems and accomplish large-scale change.

## **Leadership in Practice Concentration Competencies**

- LIP01. Prioritize public health values and ethics in a philosophy of leadership relevant to adaptive public health challenges.
- LIP02. Demonstrate effective communication skills to promote a compelling public health agenda.
- LIP03. Facilitate inclusive engagement and collaborative decision-making across professions and with diverse stakeholders to lead in public health practice.
- LIP04. Design transformational systems and innovative approaches to ensure effective public health practice.
- LIP05. Integrate research and practice-based evidence to continuously improve the quality of public health practice.
- LIP06. Develop structures of accountability to promote good governance and stewardship of resources to improve population health.

**Master of Public Health Degree with a Concentration in Leadership in Practice Requirements**

Course Number	Course Name	Credits	Academic Term
<b>MPH Integrated Core</b>			
SPHG 711	Data Analysis for Public health	2	Fall 1
SPHG 712	Methods and Measures for Public Health Practice	2	Fall 1
SPHG 713	Understanding Public Health Issues	2	Fall 1
SPHG 721	Public Health Solutions: Systems, Policy & Advocacy	2	Spring 1
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4	Spring1
	MPH Practicum		
SPHG 701	<i>Leading from the Inside-Out*</i>	2	Spring 1
SPHG 702	<i>Practicum Evaluation &amp; Interprofessional Practice*</i>	1	Fall 2
	MPH Comprehensive Exam		Fall 2
<b>MPH Concentration</b>			
PUBH 791	Core Principles in Public Health Leadership	3	Fall 1
PUBH 730	Leading Quality Improvement in Public Health	3	Spring 1
PUBH 718	Designing Public Health Systems	3	Fall 2
PUBH 748	Leadership in Health Policy for Social Justice	3	Fall 2
PUBH 781	Community Engagement and Leadership in Health	3	Spring 2
<b>Electives</b>			
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
<b>MPH Culminating Experience</b>			
PUBH 992	Leadership in Practice MPH Culminating Experience	3	Spring 2
<b>MPH Degree Total</b>		<b>42</b>	

# Maternal, Child, and Family Health

## **What You Will Learn in this Concentration**

The Master of Public Health (MPH) concentration in Maternal, Child and Family Health focuses on the determinants, mechanisms and systems that promote and maintain the health and safety of women, children and their families to enhance the future health and welfare of society. Our field is population-based and interdisciplinary, and we provide a strong foundation of knowledge, frameworks and methods for program monitoring, process/impact evaluation and program planning and implementation. As a graduate, you will be equipped with a highly adaptable toolkit and prepared to lead interdisciplinary efforts that require multiple perspectives and competencies in domestic and global contexts.

## **Maternal, Child, and Family Health Concentration Competencies**

- MHCP01. Substantive knowledge: Critically analyze determinants of health among infants, children, adolescents, women, mothers, and families, including biological, behavioral, socioeconomic, demographic, cultural, and health care systems influences across the life course.
- MHCP02. Research: Contribute to public health evidence by applying rigorous research methods to address problems relevant to the health of MCFH populations.
- MHCP03. Leadership: Lead the development and implementation of MCFH research, policy, and practice across levels of the socio-ecological framework by incorporating family-centered, community-based, culturally competent, and interdisciplinary/inter-professional concepts.
- MHCP04. Practice: Understand and apply implementation, monitoring, and evaluation strategies to improve MCFH programs in the U.S. and globally.
- MHCP05. Policy: Advance MCFH policy and impact through critical analysis of research, monitoring, and evaluation evidence.

**Master of Public Health Degree with a Concentration in Maternal, Child, and Family Health Requirements**

Course Number	Course Name	Credits	Academic Term
<b>MPH Integrated Core</b>			
SPHG 711	Data Analysis for Public health	2	Fall 1
SPHG 712	Methods and Measures for Public Health Practice	2	Fall 1
SPHG 713	Understanding Public Health Issues	2	Fall 1
SPHG 721	Public Health Solutions: Systems, Policy & Advocacy	2	Spring 1
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4	Spring 1
	MPH Practicum		Summer 1
SPHG 701	<i>Leading from the Inside-Out*</i>	2	Spring 1
SPHG 702	<i>Practicum Evaluation &amp; Interprofessional Practice*</i>	1	Fall 2
	MPH Comprehensive Exam		Fall 2
<b>MPH Concentration</b>			
MHCH 701	Foundations of Maternal, Child, and Family Health I	3	Fall 1
MHCH 702	Foundations of Maternal, Child, and Family Health II	2	Spring 1
MHCH 713	Research Methods in Maternal and Child Health	3	Spring 1
MHCH 713L	Research Methods in Maternal and Child Health Lab	1	Spring 1
MHCH 728	Introduction to Implementation Research and Practice in MCFH	3	Fall 2
MHCH 723	Introduction to Monitoring and Evaluation	3	Spring 2
<b>Electives</b>			
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
<b>MPH Culminating Experience</b>			
MHCH 992	Maternal, Child, and Family Health MPH Culminating Experience	3	Spring 2
<b>MPH Degree Total</b>		<b>42</b>	

## Nutrition with Registered Dietitian

Please see separate handbook listed here: <https://sph.unc.edu/students/gillings-school-student-handbook/>

## Nutrition (non-Registered Dietitian)

### **What You Will Learn in this Concentration**

As a student in the Nutrition concentration, you will gain the skills to:

- Assess scientific evidence for nutritional guidelines and recommendations.
- Evaluate how social, cultural, environmental and community factors affect dietary intake and nutrition-related outcomes in individuals, families and communities.
- Demonstrate proficiency in writing evidence-based, nutrition-related professional and consumer communications using a variety of media platforms.
- Practice in compliance with current federal regulations and state statutes related to public health nutrition programs

### **Nutrition Concentration Competencies**

- NUTR01. Assess the scientific evidence for nutritional guidelines/recommendations.
- NUTR02. Assess dietary intake and nutrition status of individuals and populations.
- NUTR03. Evaluate how social, cultural, environmental and community factors have an impact upon dietary intake and nutrition-related outcomes in individuals, families and communities.
- NUTR04. Independently plan, develop and evaluate nutrition-related health promotion/disease prevention services, products, programs or interventions (including policy analysis), using appropriate evidence or data.
- NUTR05. Demonstrate proficiency in writing evidence-based nutrition-related professional and consumer communications, using a variety of communication platforms.
- NUTR06. Practice in compliance with current federal regulations and state statutes and rules related to public health nutrition programs.

**Master of Public Health Degree with a Concentration in Nutrition Requirements**

Course Number	Course Name	Credits	Academic Term
<b>MPH Integrated Core</b>			
SPHG 711	Data Analysis for Public health	2	Fall 1
SPHG 712	Methods and Measures for Public Health Practice	2	Fall 1
SPHG 713	Understanding Public Health Issues	2	Fall 1
SPHG 721	Public Health Solutions: Systems, Policy & Advocacy	2	Spring 1
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4	Spring 1
	MPH Practicum		Summer 1
SPHG 701	<i>Leading from the Inside-Out*</i>	2	Spring 1
SPHG 702	<i>Practicum Evaluation &amp; Interprofessional Practice*</i>	1	Fall 2
	MPH Comprehensive Exam		Fall 2
<b>MPH Concentration</b>			
NUTR 705	Human Nutrition	3	Fall 1
NUTR 611	Food and Your Life Stages	3	Fall 2
NUTR 630	Nutrition, Communication and Culture	3	Fall 2
NUTR 805	Nutrition Policy	3	Fall 2
NUTR 813	Nutritional Epidemiology	3	Spring 2
<b>Electives</b>			
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
<b>MPH Culminating Experience</b>			
SPHG 992	Nutrition MPH Culminating Experience	3	Spring 2
<b>MPH Degree Total</b>		<b>42</b>	

## Place-Based Health (in Asheville only)

Our Place-Based Health concentration emphasizes multi-sectoral approaches to public health problems and community engagement at every stage of the process.

As a student in the Place-Based Health concentration, you will develop skills in:

- Systems thinking
- Community-based participatory research and action
- Research methods
- Health communication
- Program development and evaluation
- Leading change

**This program will empower you with the knowledge and skills to achieve the following core competencies:**

- **Analyze** the concept of place in a context of key public health issues locally in Western NC and adapt these concepts to communities in state, regional, national, and global settings.
- **Integrate** place-based sociological, anthropological, educational, economic, environmental, and other theoretical perspectives with public health practice.
- **Expand** personal leadership skills to engage and motivate individuals, teams, and communities for health.
- **Design** applied research studies to investigate a question of public health importance.
- **Apply** the principles of community change models to support and promote healthy and safe physical and social environments and advocate for health equity.
- **Apply** the principles of systems and design thinking in the framework of local health systems to promote health and social equity

**Master of Public Health Degree with a Concentration in Place-Based Health Requirements**

Course Number	Course Name	Credits	Academic Term
<b>MPH Integrated Core</b>			
SPHG 711	Data Analysis for Public health	2	Fall 1
SPHG 712	Methods and Measures for Public Health Practice	2	Fall 1
SPHG 713	Understanding Public Health Issues	2	Fall 1
SPHG 721	Public Health Solutions: Systems, Policy & Advocacy	2	Spring 1
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4	Spring 1
	MPH Practicum		Summer 1
SPHG 701	<i>Leading from the Inside-Out*</i>	2	Spring 1
SPHG 702	<i>Practicum Evaluation &amp; Interprofessional Practice*</i>	1	Fall 2
	MPH Comprehensive Exam		Fall 2
<b>MPH Concentration</b>			
PUBH 734	Place-based Theory in Public Health	2	Fall 1
PUBH 736	Individual Transformation Applied to Public Health and Place	2	Fall 1
PUBH 737	Place-Based Research and Evaluation Methods	2	Spring 1
PUBH 738	Place-Based Community Transformation	3	Fall 2
PUBH 739	Place-Based Systems Transformation	3	Fall 2
PUBH 740	Implementation of Place-Based Theory & Design in Public Health	3	Spring 2
<b>Electives</b>			
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
<b>MPH Culminating Experience</b>			
PUBH 992.005	Place-Based Health MPH Culminating Experience	3	Spring 2
<b>MPH Degree Total</b>		<b>42</b>	

# Population Health for Clinicians

## **What You Will Learn in this Concentration**

Developed with the needs of clinical professionals in mind, our curriculum focuses on several areas relevant to improving population health:

- Prevention
- Critical appraisal of the health literature
- Evidence-based practice
- Research translatable to clinical practice areas
- United States health system policy

With the mentorship of our distinguished faculty members, you can you tailor the curriculum to your clinical interests in order to better apply your MPH training and practicum experience to advance your career goals and clinical work.

## **Population Health for Clinicians Concentration Competencies**

- PHC01. Demonstrate the ability to think critically and analytically about the priority prevention needs of populations and appropriate prevention strategies, considering evidence about benefits, harms and costs.
- PHC02. Adopt a systematic approach to critical appraisal of health literature to inform the appropriate use of evidence.
- PHC03. Demonstrate a clear understanding of, and ability to contribute to the creation and use of innovative system strategies that enable constructive dialogue and collaboration across all health stakeholders and build public health and medical systems that deliver quality, effectiveness, safety and equity.
- PHC04. Apply appropriate data collection methods to measure the burden of disease in a population, and to assess potential benefits and harms of various strategies to improve health and advance health equity.
- PHC05. Synthesize evidence and disseminate findings that enhance the rapid translation of knowledge into policy and practice to promote population health priorities in clinical and community contexts.

**Master of Public Health Degree with a Concentration in Population Health for Clinicians Requirements**

Course Number	Course Name	Credits	Academic Term
<b>MPH Integrated Core</b>			
SPHG 713	Understanding Public Health Issues	2	Fall 1
SPHG 721	Public Health Solutions: Systems, Policy & Advocacy	2	Spring 1
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4	Spring 1
	MPH Practicum		Fall1/Spring 1
SPHG 702	<i>Practicum Evaluation &amp; Interprofessional Practice*</i>	1	Spring 1
	MPH Comprehensive Exam		Spring 1
<b>MPH Core for Population Health for Clinicians Only</b>			
PUBH 741	Quantitative Methods for Health Care Professionals	4	Fall 1
PUBH 760	Clinical Measurement and Evaluation	3	Fall 1
PUBH 749.01	MPH Year & Career I	1	Fall 1
PUBH 749.02	MPH Year & Career II	1	Spring 1
<b>MPH Concentration</b>			
PUBH 750	Strategies of Prevention for Clinicians	3	Fall 1
PUBH 706	Advanced Health Policy for Clinicians	3	Fall 1
PUBH 751	Critical Appraisal of Health Literature I	2	Fall 1
PUBH 752	Critical Appraisal of Health Literature II	1	Spring 1
XXXX ###	Graduate-level Course for Clinicians/Practitionereres must be approved by faculty mentor prior to registration	3	Spring 1
<b>Electives</b>			
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
<b>MPH Culminating Experience</b>			
PUBH 992	Population Health for Clinicians MPH Culminating Experience	3	Final Term
<b>MPH Degree Total</b>		<b>42</b>	

# Public Health Data Science

## **What You Will Learn in this Concentration**

Data science draws upon multiple disciplines, combining the statistical skills to manipulate data and make inferences, the mathematical skills to model phenomena and make predictions, and the computer science skills to manage and analyze large data sets.

Steeped in the public health context, our program offers a unique focus on leveraging the foundational statistical, mathematical and computer science elements of data science to generate useful information from data sources relevant to public health. As a student in this concentration, you will benefit from the instruction and mentorship of top-ranked faculty in the biostatistics department and across the Gillings School. Our chief focus is to optimize data science to help address the most critical public health problems in the world today.

## **Public Health Data Science Concentration Competencies**

- PHDS01. Manipulate data from a variety of sources to support statistical and epidemiological analysis and prepare data summaries.
- PHDS02. Select and use data visualization methods to interpret and communicate research results, with the overall objective of conducting reproducible research, both individually and in project teams.
- PHDS03. Select and utilize appropriate data analysis and machine learning methods to solve problems and make improvements in a given public health context.
- PHDS04. Understand, evaluate and constructively address potential sources of sampling bias and other biases and key sources of uncertainty in data driven health research.
- PHDS05. Provide tools that facilitate the expansion of complex statistics and methods to public health contexts traditionally reticent to move away from more traditional approaches, thereby extending the reach of quantitative and methodological innovations in public health.

**Master of Public Health Degree with a Concentration in Data Science Requirements**

Course Number	Course Name	Credits	Academic Term
<b>MPH Integrated Core</b>			
SPHG 711	Data Analysis for Public health	2	Fall 1
SPHG 712	Methods and Measures for Public Health Practice	2	Fall 1
SPHG 713	Understanding Public Health Issues	2	Fall 1
SPHG 721	Public Health Solutions: Systems, Policy & Advocacy	2	Spring 1
SPHG 722	Developing, Implementing, & Evaluating Public Health Solutions	4	Spring 1
	MPH Practicum		Summer 1
SPHG 701	<i>Leading from the Inside-Out*</i>	2	Spring 1
SPHG 702	<i>Practicum Evaluation &amp; Interprofessional Practice*</i>	1	Fall 2
	MPH Comprehensive Exam		Fall 2
<b>MPH Concentration</b>			
BIOS 512	Data Science Basics	3	Fall 1
BIOS 650	Basic Elements of Probability and Statistical Inference I	3	Fall 1
BIOS 635	Introduction to Machine Learning	3	Spring 1
BIOS 645	Principles of Experimental Analysis	3	Spring 1
EPID 711	Clinical Measurement/Evaluation	3	Fall 2
<b>Electives</b>			
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
	Elective (Graduate-Level Course)	3	
<b>MPH Culminating Experience</b>			
BIOS 992	Data Science MPH Culminating Experience	3	Spring 2
<b>MPH Degree Total</b>		<b>42</b>	

## General University Academic Information and Policies

### Academic Calendar

The Academic Calendar contains important dates, deadlines, holidays and exams per academic year at the University of North Carolina. Please visit: <https://registrar.unc.edu/academic-calendar/>

### [Master's Degree Course Credit Guidelines](#)

#### The 20 Percent Rule

Upon recommendation of the academic program and approval by The Graduate School, up to 20 percent (8 credits) of the total hours required for the master's degree may be graduate-level courses transferred from another approved institution, or from this institution for courses taken before admission to the academic program in The Graduate School (e.g., courses taken as a non-degree or Continuing Studies student, an undergraduate, or a degree student in another program). Credit received for graduate-level courses taken as an undergraduate may be transferred into an academic program with the program's approval provided the course did not count toward the requirements of the undergraduate degree. Transferred credits will not be included in the program [residence credit](#) calculation.

Students requesting transfer credit to count towards the following course should follow this process. Students must provide a transcript, showing the grade they received in the class, along with a syllabus of the course for consideration. Students can only transfer in 20% of the program's credits. For the MPH program this translates to 8 total credits.

**Core Courses:** Must be reviewed and signed off on by the core faculty member

**Concentration Courses:** Must be reviewed and signed off on by the concentration lead

**Elective Courses:** Must be reviewed and signed off on by the Associate Director Residential MPH (Karla Townley-Tilson). The Senior Executive Director of Academic Advising and Student Affairs, (Greg Bocchino) may review and sign off in the absence of the Associate Director.

#### Pass/Fail Courses

No graduate-only level courses (at UNC-Chapel Hill, those numbered 700 and above) may be established as pass/fail courses. All required coursework intended to count toward degree credits or requirements, including those taken on this campus or elsewhere via inter-institutional registration, study abroad, etc., may not be taken on a pass/fail basis. Students who wish to take a non-required or undergraduate level course pass/fail should contact The Graduate School.

#### Auditing Courses

To audit a course, students must obtain the written permission of the course instructor and the academic program chair. Students can request this permission only after the end of the official registration period. Students may later enroll in and receive academic credit for a previously audited course; however, retroactive academic credit for an audited course is not permitted. Degree-seeking students cannot audit courses in the Friday Center for Continuing Education or a course preparing a student for "Credit-by-Examination." Students officially registered for other courses during a semester or summer session may audit a course without paying a fee. For more information, please refer to the [University Registrar's Policy Memo No. 9](#) 

### [Registration](#)

#### Full-Time Registration

A full-time student is one who is matriculated and meets the conditions for each term noted below:

- Registers for nine or more graduate credit hours in a fall or spring term; or

- Registers for a minimum of three hours of thesis substitute (992), thesis (993), or dissertation (994) in a fall, spring, or summer term. Note: A student may register for additional courses as needed, but if registering for less than nine hours, this must include a minimum of three hours of 992/993/994 to be considered full-time; or
- Registers for fewer than nine graduate credit hours in a fall, spring, or summer term, exclusive of 992/993/994, and has been granted a [Waiver of Hours](#) for that term.

A student who was registered for the immediately preceding fall and spring semesters does not need to enroll during either of the summer sessions to maintain status as a full-time matriculated student.

Individual graduate programs may set guidelines on research enrollments, including which academic milestones should be passed before enrolling in 992/993/994. Once students successfully defend their dissertation or thesis or complete their thesis substitute, no further enrollments are necessary or permissible, and graduation should not be delayed. All 992/993/994 courses are similarly named following university guidelines and hold fixed credit hours at 3.0, thereby always conferring full-time status.

### **Waiver of Hours**

Graduate School approval of a waiver of hours is contingent upon the student submitting a [Waiver of Hours Form](#)  This form must also include a statement from the academic program certifying that the student's overall academic involvement-teaching assignments, research projects-is consistent with the workload of a full-time student.

All waiver of hours requests must arrive in The Graduate School by the close of the normal add period (generally five days after classes begin) for final review and processing before the semester's census date ("census date" is generally two weeks after classes begin). No waiver of hours requests will be retroactively approved.

### **Required Registration**

Students are required to be registered whenever degree progress is being made or University resources (including faculty time) are being used to appropriately reflect work being done. Academic programs and students should be aware that students who lapse enrollment lose official student status and recognized University affiliation. Relinquishing formal student status can disadvantage students by eliminating their eligibility for financial aid and student campus services and benefits.

In addition, the following specific registration requirements apply.

### **Assistantships and Fellowships**

Each student holding a service (assistantship) or non-service (fellowship) appointment must be registered full-time in order to hold that position during the fall and spring semesters. Students must be on-campus unless the award requires their presence at another campus or research center.

### **Examinations and Thesis/Dissertation**

A student must be registered during the semester(s) or summer terms in which any written and/or oral examinations are taken and graded. Students must be registered for a minimum of three credit hours of thesis substitute (992), thesis (993), or dissertation (994) during the semesters or summer terms in which the thesis/dissertation is proposed and defended or a thesis option is completed. Registration for the prior semester will cover events that occur during a break between semesters. This registration covers a student from the first day of class in a semester until the day before classes begin for the next semester. For example, if a student is registered for a minimum of three credit hours of 992/993/994 in the fall semester and intends to defend in the same term, s/he must defend between the first day of fall classes

and the day before the first day of spring classes. Similarly, summer registration would cover a defense occurring anytime between the first day of summer session I classes until the day before the first day of fall classes. If the defense takes place during a summer, students must be registered for a minimum of three credit hours of 992/993/994 during either the first or second summer session to be covered for the entire summer term.

Individual graduate programs may set guidelines on research enrollments, including which academic milestones should be passed before enrolling in 992/993/994. Once the student has completed all courses, including a minimum of three credit hours of thesis substitute (992)/thesis (993) or a minimum of six credit hours of dissertation (994), s/he must continue to register for three credit hours of 992/993/994 each academic semester (fall/spring) until the degree is completed to reflect academic progress and in order to use University resources (including faculty time). Once students successfully defend their dissertation or thesis or complete their thesis substitute, no further enrollments are necessary or permissible, and graduation should not be delayed.

### **Credit/Course Load**

Students should register for no more than 16 hours in any semester. A student enrolled in the summer may not register for, and will not receive graduate credit for, more than eight hours a session. Overload requests are considered on an exceptional basis and should be initiated by the student's academic program and forwarded to The Graduate School for approval.

A student who holds a service appointment within the University or is employed either on- or off-campus is advised to register on the following basis:

- A student engaged in teaching three to six credit hours or in performing other part-time duties for 10 to 20 hours weekly is advised to register for no more than nine hours of course credit.
- A student engaged in teaching more than six credit hours or in performing other part-time duties for more than 20 hours weekly is advised to register for no more than six hours of course credit.
- A student engaged in full-time employment is advised to register for no more than three hours of course credit.

During a summer session, a student who holds a service appointment should register for no more than three hours of course credit.

### **Adding Courses**

Courses may be added only during the official add period. Please refer to the [University Registrar's Calendar](#) for official add period dates for the standard semester and summer terms. The Graduate School can serve as the Dean's Office authorization for University Registrar forms. A Graduate School signature is required to process an add in a regularly-scheduled course after the census date in a given term. Effective dates are not altered. For courses scheduled outside the standard term dates, proportional deadlines are similarly applied.

### **Dropping Courses**

Drop deadlines for the standard semester and summer terms are given in the [University Registrar's Calendar](#) to drop a course outside the close of the normal drop period (generally eight weeks after classes begin) and before the last two weeks of a semester, the student must complete and obtain the required signatures on the Registration Drop/Add Form, available through the student's academic program or the Office of the University Registrar. The Graduate School can serve as the Dean's Office authorization for University Registrar forms. A Graduate School signature is required to process a drop in a regularly-scheduled course after the normal drop period in a given term. Effective dates are not altered. No regularly-scheduled course may be dropped in the last two weeks of classes in a fall or spring semester or during the last week of a summer session. For courses scheduled outside the standard term dates,



proportional deadlines are similarly applied. IMPORTANT NOTE: Dropping a course after the census date may have financial and academic consequences. Please refer to the [Academic and Financial Policy Regarding Tuition and Drop Dates](#).

A student registered for and wishing to drop an inter-institutional course follows the same procedures and deadlines as required for dropping courses at UNC-Chapel Hill.

Official [withdrawal from the University](#) is required if a student wishes to drop all courses after a semester begins.

### **Post-Semester Registration Changes**

Course changes after the last day of classes for the current term must be submitted on a Post-Semester Registration/Drop/Add form available through the student's academic program or the Office of the University Registrar. Appropriate justification and approval by the academic program should be attached to the post-semester form prior to submission for processing by The Graduate School.

### **Inter-Institutional Registration**

Students may take a maximum of two graduate-level courses through inter-institutional registration during a fall or spring term or a maximum of one graduate-level course during a summer term, provided that the student is also registered for the balance of his/her normal load (at least three credit hours) at UNC-Chapel Hill.

Students may take courses in residence at North Carolina State University, the University of North Carolina at Greensboro, the University of North Carolina at Charlotte, North Carolina Central University, or Duke University. Students may also take courses online through the UNC System inter-institutional website by having a request approved and paying tuition directly to the visited institution.

No inter-institutional course may be taken pass/fail (satisfactory/unsatisfactory, etc.) and all courses must earn a specific grade. Please refer to the [Graduate Grading](#) section of this Handbook for the policy concerning inter-institutional grading.

To [register for a residential inter-institutional course](#), the student must complete an [Inter-Institutional Approval Form](#) and obtain his/her director of graduate studies' signature certifying the following requirements:

- the course is appropriate for the student's degree program, and is a graduate-level course
- according to the current numbering schemes below:
  - Duke — 500 and above (except Divinity and Nursing courses)
  - NCCU — 4000 and above
  - NCSU — 500 and above
  - UNC-C — 5000 and above
  - UNC-G — 500 and above;
- an equivalent course is not available on this campus; and
- the course does not earn a pass/fail grade.

The Graduate School can serve as the Dean's Office authorization for University Registrar forms. The student then submits the request form to the UNC-Chapel Hill Office of the University Registrar for approval and processing.

Courses taken by UNC-Chapel Hill degree students via inter-institutional registration earn residence credit as if they were courses on this campus.

The exchange of inter-institutional grades between universities is a time-consuming process and grades may not appear on a student's record at the same time as grades from their home campus. Students opting to take inter-institutional courses during their final semester should closely monitor their academic record for posting delays that may prevent graduation.

## **International Students**

### **English Prerequisite to Registration**

All new international students subject to the English proficiency exam requirement (TOEFL or IELTS) will have their test scores reviewed in their first semester of study. Students who may benefit from additional support services in reading, speaking, and writing will be notified of campus resources available to them.

### **Full-time/Continuous Registration**

International students must observe all enrollment conditions required by their student visa, including remaining enrolled full-time in the program to which they were admitted. Changes in the enrollment status of international students must be reported to [International Student and Scholar](#) by the student as soon as possible. Please note that certain restrictions may apply on distance and online course enrollments. Please consult with your graduate program with questions about maintaining full-time enrollment. **Failure to maintain continuous and accurately reported full-time registration can have severe consequences, including, but not limited to, loss of visa status and deportation.**

### **International Teaching Assistants**

International teaching assistants may be evaluated for their teaching ability and choose to register for "[GRAD 810: Communicating in the American Classroom](#)" This course focuses on interpersonal communication, teaching skills, and classroom phrases and pronunciation.

### **Cancellation of Registration**

The University will only cancel registration for students who did not attend or participate in any courses. If a student attended or participated in any portion of his/her courses, then [Dropping Courses](#) or official [Withdrawal from the University](#) processes should be followed. Appropriate justification and approval by the academic program should be included with the cancellation request prior to submission for electronic processing by The Graduate School. Additionally, registration may be canceled under the following circumstances:

#### **Academic Ineligibility**

The Graduate School will automatically cancel the registration of those students who become academically ineligible. See [Academic Eligibility](#).

#### **Nonpayment of Tuition and Fees**

A student's registration will be canceled if s/he does not pay tuition and fees (or properly arrange for their deferment) by the payment deadline given in the [University Registrar's Calendar](#). To register subsequent to such cancellation, students must pay tuition and fees in advance and add courses no later than the last day for adding courses specified in the [University Registrar's](#).

#### **Failure to Submit Campus Health Services Forms**

If a new or transfer student, or a matriculated student not registered for two years, fails to submit the immunization record and [Medical History Form](#) registration will be canceled. For additional information about the University's Cancellation policies, please refer to the [Office of the University](#).

## **Graduate Grading**

All master's programs administered through The Graduate School operate under the same grading system. The graduate grading scale in use at UNC-Chapel Hill is unique in that it cannot be converted to the more traditional ABC grading scale. Graduate students do not carry a numerical GPA.

### **Grade Scale**

Grading at the graduate level is intended to offer feedback to students on their performance in a given course, including once students reach the thesis and dissertation stage. Faculty are encouraged to specify course requirements and grading expectations for students. Students enrolled in courses numbered 400 and above must receive one of the following grades.

### **Graduate Permanent Grades**

- H** High Pass - Clear Excellence
- P** Pass - Entirely Satisfactory Graduate Work
- L** Low Pass - Inadequate Graduate Work
- F** Fail

### **Special Permanent Grades**

- F\*** Fail-Administratively Assigned; equivalent to F
- NG** No grade assigned; administratively assigned only
- XF** Fail-Honor Court hearing outcome; equivalent to F

### **Temporary Grades**

- AB** Absent from final examination
- IN** Work incomplete
- NR** Not recorded

### **Temporary Grades**

Failure to remove temporary grades of IN, AB and NR by the last day of classes of the term in which a student plans to graduate will prevent graduation. A temporary grade converts to F\* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later. Temporary grades are not available as a graduate grade in thesis and dissertation research courses (992/993/994). Faculty advisors and instructors should use the permanent HPLF graduate grading scale for reflecting academic progress on research in a given term. Exception requests should be directed to The Graduate School. When extenuating circumstances warrant, The Graduate School may grant a student a time extension to complete a course and replace a temporary grade. The student must first complete the [Request for Extension of Time For](#)  and receive approval from their academic program, after which time the program's director of graduate studies may forward a petition for extension to The Graduate School.

### **Absent (AB) Grade**

An AB grade must be given to a student who did not take a final exam regardless of the reason, but might have passed the course had they done so. AB is a temporary grade that converts to F\* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later.

If the absence is officially excused by the instructor, the student must take the final examination at a reasonable time designated by the course instructor, in no case to exceed one year from the original examination. Since the grade of AB is given after the deadline to change courses in that semester, a student may not retroactively drop a course where an AB was received. The student must complete the final exam in the timeframe expected or earn F\*.

### **Incomplete (IN) Grade**

A grade of IN is given when the course instructor determines that exceptional circumstances warrant extending the time for the student to complete the course. Instructors should assign an IN when the student took the final examination but did not complete some other course requirement. IN is a temporary grade that converts to F\* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later. An incomplete grade may not be submitted when a student is absent from the final examination; in such cases, AB is the appropriate grade.

The instructor may set the maximum allowable period for completing the course, but in no case will this extension exceed one year. If the time allowed is to be less than one year, this information should be transmitted in writing to the student and copied to The Graduate School. It is the sole responsibility of the student to complete the course and initiate the grade change prior to the one-year deadline.

Since the grade of IN is given after the deadline to change courses in that semester, a student may not retroactively drop a course where an IN was received. The student must complete the work in the timeframe expected or earn F\*.

### **Not Recorded (NR) Grade**

A grade of NR is administratively assigned by the University when the deadline to assign grades in a given term passes and the instructor has not finalized the grade roster. NR is a temporary grade that converts to F\* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later.

Since the grade of NR is listed after the deadline to change courses in that semester, a student may not retroactively drop a course where an NR was received. The student must complete the work and work closely with their instructor to ensure a permanent grade is assigned.

### **Grade Change**

Course grades of H, P, L, F, and F\* are permanent grades. A permanent grade may be changed upon the initiative of the instructor, only in cases of arithmetic or clerical error, and then only with the approval of the director, chair or dean of the instructor's academic program and of The Graduate School.

Such grade changes may be made no later than the last day of classes of the next succeeding regular semester. The Graduate School can serve as the Dean's Office authorization for University Registrar forms. More information about graduate grade changes can be found in the [University Registrar's Policy Memo No.](#) .

### **Grade Appeal**

Before filing any appeal of a course grade, the student should first address his or her concerns to the instructor who assigned the grade. Should the instructor detect an arithmetic or clerical error that negatively influenced the grade assignment, a grade change form should be executed reflecting the corrected grade. An instructor may not initiate a change of a course grade as a result of reevaluating the quality of the student's performance or as a result of additional work performed by the student.

If, after consultation with the instructor, a satisfactory resolution cannot be reached, the student may appeal the grade to the instructor's chair or dean. Such an appeal should be lodged by the student in

writing with the instructor's chair or dean, with a copy to be provided by the student to the instructor, and should cite the evidence by which the student judges

(a) that an impermissible element existed in the instructor's evaluation of the student's coursework and

(b) that it influenced the grade assignment to the detriment of the student.

Appeals should be submitted no later than the last day of classes of the next succeeding regular semester.

For an appeal of a course grade to be considered, it must be based upon one or more of the following grounds and upon allegation that the ground or grounds cited influenced the grade assignment to the student's detriment:

1. arithmetic or clerical error;
2. arbitrariness, possibly including discrimination or harassment based upon the race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression of the student;
3. personal malice; and/or
4. student conduct cognizable under the Instrument of Student Judicial Governance.

For additional information, please refer to the Graduate School Handbook:

<https://handbook.unc.edu/grading.html>.

### **Request to Change MPH Concentration**

Students wishing to change MPH concentrations may do so for extenuating circumstances, on a limited basis only, must be in good academic standing, and must abide by the timelines for changing concentrations. Students may only change concentrations once during their MPH degree. The MPH program does not require a student to submit a new application to change MPH concentrations. A petition request to change concentration must be completed before a student starts their practicum work.

### **Concentration change deadlines:**

Effective Fall term: June 1<sup>st</sup>

Effective Spring term: November 1<sup>st</sup>

Effective Summer term: April 1<sup>st</sup>

### **Process for Changing MPH Concentrations**

Students must meet with the Residential MPH Associate Director or MPH@UNC Academic Coordinator before they initiate the petition to change MPH concentrations. In this meeting the implications for changing concentrations will be explained and a new program of study will be developed. Students should note that concentration changes are not guaranteed and may have financial, course registration, and academic implications. Consequences may include but are not limited to; extending time in program, taking more than 42 total credits, incurring additional tuition, and changes to financial aid or funding eligibility. Due to the MPH program course sequencing and when courses are offered (some only once per academic year), students who wish change MPH concentrations may not take courses out of sequence.

The petition to change MPH concentration should include the following from the student:

- The petition form signed by the current concentration acknowledging that the student wishes to change concentrations.

- A cover letter outlining the reason for switching MPH concentrations.
- A brief statement of purpose. It should be similar in content to the one submitted in their original SOPHAS application, tailored to the new concentration.
- A semester-by-semester plan of study outlining the MPH degree in the new concentration.
- Any additional documents to support the petition request.

The new concentration will have the opportunity to review the petition, supporting documents, current MPH transcript, as well as the original MPH program application. The outcomes for the petition are approved, needs additional information or denied. The new concentration can request additional documents or explanation from the student should they not have enough information to render a decision. Should the petition be denied the concentration lead will provide a justification for the student. If the new concentration lead approves the change, the Senior Associate Dean of Academic Affairs will review and approve the change. Once all parties have signed, the Residential Associate Director or Academic Coordinator will send the petition form to the Graduate School to ensure the student's subplan is updated appropriately. The petition decision will then be communicated to the student. The concentration change information will also be shared with the Strategic Analysis and Business Intelligence (SABI) team at Gillings. Changing from one MPH concentration to another MPH concentration may affect the student's assistantships and other Gillings department and faculty supported funding. These funding sources cannot guarantee continued funding if the student is accepted into another MPH concentration. To aid in their decision to change concentrations, students should have a conversation with their current concentration to understand the potential changes to their funding.

#### **Request to Change MPH Delivery Format**

Students wishing to change MPH delivery format may do so for extenuating circumstances only, must be in good academic standing, and must abide by the appropriate application deadlines. Students should note that delivery format changes are not guaranteed and may have financial, course registration, and academic implications. Students may only change formats once during their MPH degree.

#### **Process for Changing MPH Delivery Format**

Students should submit a cover letter outlining the reason for switching MPH concentrations and meet with the Residential MPH Associate Director or MPH@UNC Academic Coordinator before they initiate the process to change MPH delivery formats. In this meeting, the implications for changing formats will be explained and a new program of study will be developed. Students requesting to change the delivery format (from online to residential or residential to online) will require students to submit a new application, regardless of desired concentration. Admission to the alternative format is not guaranteed. Applications are reviewed on an ongoing basis during the admissions cycle. Online students are admitted to four start times (August, September, January, May) per academic year and residential students are admitted once per academic year in the fall. The 20% credit transfer rule may apply to changing delivery formats. Changing delivery formats may affect the student's assistantships and other Gillings, department, and faculty supported funding. These funding sources cannot guarantee continued funding if the student is accepted into the other MPH format. To aid in their decision to change concentrations, students should have a conversation with their current concentration to understand the potential changes to their funding.

## Graduation

### **Application to Graduate**

Students must notify The Graduate School of their plan to graduate by submitting an Application for Graduation no later than the deadline shown in the [University Registrar's Calendar](#) for the semester in which they expect to graduate. Applications should only be submitted when the student realistically intends to graduate that semester and are valid for one semester only. If a student does not graduate in the semester expected, s/he must submit another application for graduation in a future semester. Complete the Graduation check-out page in ConnectCarolina's Self Service area: Log in to [ConnectCarolina](#), then in your Student Center, under the "Academic" tab, choose "Apply for Graduation" in the drop-down box, and then click the double arrows. Students in officially recognized dual degree programs, other than the MD-PhD program, must apply to graduate for both degrees at the same time, even if the requirements for one degree are completed sooner than the second degree. Academic programs are asked to provide flexibility so students may be able to walk ceremoniously with their cohort even if they do not earn the degree that semester. See [Dual Degree Programs](#) for additional information.

### **Clearance**

Degree requirements and milestones vary by academic program, and The Graduate School maintains the master listing of milestones required for degree clearance. Graduate School staff certify each degree candidate has met all requirements before clearing them to graduate. Milestones include:

- Application(s) to graduate
- Minimum credit hours required for the degree
- Foreign language requirement, if required by the academic program
- Committee structure approved
- Certification of program degree requirements received (via [PCDR form](#))
- Exam documentation approved
- Thesis/thesis substitute/dissertation enrollments
- Residence credit requirement
- Thesis/dissertation approved via ProQuest; OR, thesis substitute documentation
- All grades submitted
- Exit survey completed

Students can view the status of their degree milestones in their Student Center in ConnectCarolina. Graduate School staff endeavor to clear students efficiently and accurately. Even if all completed milestones are in order and submitted, it can still take several business days for degree clearance to be processed. Any requests for early graduation clearance due to extenuating circumstances (generally only for employment or visa requirements) should be submitted through the academic program and only after the census date for the given graduation term.

### **Policies and Procedures**

Campus Policies and Procedures can be found online at:

- [Campus Policies and Procedures](#)
- [The Office of the Provost](#)
- [The Office of the Dean of Students](#)
- [The Graduate Catalog](#)

The following are selected Policies and Procedures that may be of immediate interest for students.

- [Honor Code](#)

- [Research Misconduct](#) 
- [Copyright Policy](#) 
- [Family Educational Rights and Privacy Act \(FERPA\)](#) 
- [Illegal Drug Policy](#) 
- [Alcohol Policy](#) 
- [Immunization Requirements](#) 
- [Class Attendance](#) 
- [University Travel Policy and Global Travel Registry](#) 
- [Improper Relationships between Students and Employees](#) 
- [Policy Statement on Non-Discrimination](#) 
- [Policy on Prohibited Discrimination, Harassment and Related](#) 
- [Student Grievance Policy and Procedures](#) 
- [Faculty Grievance Committee](#) 
- [Residency Status for Tuition Purposes](#) 
- [Graduate Student Parental Leave Policy](#)



**Gillings**  
**MPH**